

University of Texas at Dallas
PA 6345.501 Summer 2024
Human Resources Management

Professor: Dr. Abraham David Benavides
Office Hours: Tuesday afternoon from 4:00pm to 6:00pm Before Class
Office: Green Hall Room 3.804
Class Time: 6:00pm to 9:45pm
Dates: 5/28/2023 to 08/06/2024
Class Location: Dallas City Hall L1EN Room D
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COURSE PURPOSE AND OBJECTIVES:

This course is a graduate level course focusing on the management of human resources in the public sector in the United States. The course provides the students with a solid foundation for understanding the various administrative processes associated with the human resource management function (i.e. recruitment and selection, compensation, evaluation, training and development, collective bargaining, planning, social equity, performance appraisals, etc). Particular attention is placed on the changing roles of human resources management in the public sector during the emergence of new methodologies and technology that influence how we do work and evaluate human resource outcomes.

The course will cover: 1) the history of human resource management, 2) the major elements of the personnel management process, 3) organizational functions of human resource systems, and 4) contemporary issues and problems facing human resource managers and policymakers in the public sector. Although most of you may never be human resource managers, the issues involved here will play key roles in your careers. In many ways human resource management is the key to organizational success since organizations are only as effective and efficient as their employees. In essence, it is “personnel management” that ensures that the right person is doing the right job and that he or she has the proper tools and is motivated to do the best job possible.

Each class will be devoted to reading and analysis of the specific topic indicated for that class on the syllabus. The course will also provide students with opportunities to develop critical thinking about contemporary workplace issues using case studies. The course covers a broad range of topics and is not designed to train personnel specialists but will provide an understanding of the basic elements of public personnel management.

Course Objectives:

Upon completion of this course students should:

- understand the various components of the human resources management function,
- gain the skills necessary to design, implement, evaluate, and communicate the personnel management process,
- gained knowledge from experts in the field,

- ability to better understand the role of human resources in the public sector to communicate and interact with a diverse and changing workforce and citizenry,
- understand how to implement adjustments to human resource policies during emergencies.

REQUIRED TEXTS:

Human Resource Essentials for Public Service: People Process Performance, (2022) Mary E. Guy and Jessica E. Sowa, MELVIN & Leigh Publishers ISBN: 978-1-7360-4021-8 This text will be referred to as Guy & Sowa.

Additional readings will be posted on Blackboard with a link to the reading. Other information will include websites and YouTube videos with Ted Talks and other such informational content.

Rules of Engagement

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal, or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Use the correct name and pronouns for your instructor and classmates if requested.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individuals’ experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk” unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.
- Keep in mind that online posts can be permanent, so think first before you type.

GENERAL COURSE POLICIES:

I expect all students to conduct themselves with professional courtesy, which includes but is not limited to the following:

(1) **Assignments** please turn in all assignments including exams via Blackboard. This feature will allow all of us to keep track of assignments and you will have up-to-date information on your grades. I will do my best to grade assignments in a timely manner.

(2) **Class attendance and participation** are expected in this course. Borderline grades will be determined based on meaningful class participation (remember, we learn from one another). It is a small class, thus we will all have the opportunity to participate. Nevertheless, if you are feeling sick, please stay home. Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings. I know it is summer and vacations, weddings, and other events are inevitable, however, please make an effort to attend class.

(3) **Late Work** just as you would expect to turn in a work assignment in a timely manner, so also should you submit class assignments in a timely manner. Late work will be subject to a penalty of a grade-a-day deduction unless an arrangement is made well in advance of the due date of an assignment.

(4) **Class Conduct** because the content of the class may be controversial to some, please be aware that if I must warn individuals repeatedly for being extremely disruptive during a class period, I will ask them to leave, and they will be counted as absent for that day. Repeated transgressions of conduct will give you a lower letter grade than you would otherwise earn, and severe repeated transgressions will cause you to be dropped from the course with a letter grade of F. Students engaging in unacceptable behavior will be referred to the Dean of Students.

(5) **Annoyances** please don't talk while I lecture, have a guest lecturer, or other students are talking. Allow everyone to hear what is being discussed in class. Frequently being late, leaving class early, discourteous behavior, etc. will cost you points for that day. Class is over at 9:45pm. I do not have to be reminded by shuffling books and papers toward the end of class.

(6) The use of **computers** in class for note taking is acceptable. However, please do not surf the web, type memos/papers, do other homework, email, instant message, Facebook, Instagram, etc. Again: Please do not send email messages, scan the Internet, play electronic games, etc., during class time. Violations will result in being asked to put away computers or leave the class and a grade reduction for that day.

(7) Turn off your **cell phones** and other ringing thingamajigs or place them on silent during class. Do not send or read text messages during class. Your phone should be adjusted to a non-intrusive setting if you are on-call and must have your phone activated during class. Please let me know if this is the case. Failure to observe this caution will result in a grade reduction.

(8) **Withdrawals**, students may withdraw from the course, but the student is responsible to follow university procedures. The instructor is not responsible for your failure to meet withdrawal deadlines.

(9) **Academic Honesty** is expected. An act of academic dishonesty will result in a grade of zero on the assignment, a probable failing grade in the course, and a recommendation of additional disciplinary action. In the event of suspected academic dishonesty, I may substitute a quiz, examination, or assignment for the work in question. In accordance with UTD Policy, cheating or plagiarism will result in a grade of F for the course. Any work submitted for a grade should be

the original work of the student. Remember, plagiarism is a violation of acceptable student conduct. *Long quotations should be avoided. Text or unique ideas taken directly from an author (quoted or paraphrased) should be cited and that citation should include a page number for the text.* Violations will not be treated lightly, and disciplinary action will be taken should such violations occur. Please see the professor if you have any questions about academic integrity in general or as it relates to particular requirements for this course.

(10) **Changes in Syllabus** may need to be made to accommodate emergencies, guest speakers, and other shifts. This is up to the discretion of the professor of the course. Should the need for changes occur, I will inform the class as soon as possible of any changes to readings and assignments. The assignments for the course and the readings are in eLearning. Therefore, should the class have to move to remote (for any reason including COVID-19 related variants) we would continue having class via Zoom or Team on our scheduled class time (synchronous). The professor will send all students a Zoom or Team invitation.

Course Grading

- A: 90-100% (Outstanding, excellent work. The student performs well above the minimum criteria).
- B: 80-89% (Good, impressive work. The student performs above the minimum criteria).
- C: 70-79% (Solid, college-level work. The student meets the criteria of the assignment).
- D: 60-69% (Below average work. The student fails to meet the minimum criteria).
- F: 59 and below (sub-par work. The student fails to complete the assignment).

Course Assignments

Activity	Percentage of Final Grade	Due Dates
Department of Labor News	4 Percent	June 4
Department of Labor News	4 Percent	June 11
In class Group Case Study - Compensation	5 Percent	June 25
Midterm Examination	20 Percent	July 2
Department of Labor News	4 Percent	July 9
Department of Labor News	4 Percent	July 16
Department of Labor News	4 Percent	July 23
Service-Learning Project	20 Percent	July 30
LinkedIn Assignment	15 Percent	August 2
Final Examinations	20 Percent	August 6

Descriptions:

Examinations: Students will be required to complete two examinations. They will be essays, and will cover the readings, lectures, and other presentations. A good essay answers all parts of the question, uses good spelling and grammar, develops an idea or theme, gives specific examples, and reaches a conclusion. I will do my best to provide feedback on how you can improve your response. Exams will be take-home, and students will be on the honor system.

LinkedIn Learning Assignment Each student will complete 6 hours of LinkedIn training broadly related to HRM. This assignment provides students with practical transferable job-related skills. Once you have completed the 6 hours of training you will write a 100-word reflection for each module you complete. Please mention why you selected your training modules. Were they helpful? What did you learn? How will you use those in your job or future job?

Follow the instructions below:

1. Create a LinkedIn account.
 - a. Connect with the instructor on LinkedIn
2. Go to the Library home page (<https://www.utdallas.edu/library>)
 - a. Click on the LinkedIn Learning link on the right side of the home page
 - b. Login and follow the instructions to connect LinkedIn with your UT Dallas credentials.
3. Complete 6 hours of HR related training modules on LinkedIn Learning.
 - a. Link your certificate/s to your LinkedIn page.
 - b. Attach a copy of your certificate on eLearning under the “Assignments” folder
4. Write a reflection essay of 100 words for each module you complete
5. Transfer the appropriate skills to your résumé.

Department of Labor News: Students are required to go to the DOL website and or other sites with human resource information and write a one-page MEMO on the news article of their choice. The first paragraph will summarize the article and the second will include analysis and applicability to class work and or the field in general (5 total). Whole page 1-inch margins. At the start of the class when they are due, selected students will be asked to report-out what they wrote about.

Service-Learning Projects

Teaching adult learners is no easy proposition. Understanding the needs of adult learners and tailoring curricula to address specific adult learning styles is essential for true learning to take place. Service learning is a relatively new pedagogy that attempts to blend classroom theory and hands on experience through service with and for a community organization.

Our service-learning project this semester will be varied, and students will self-select which project they want to be on up to (4) students. Not every student will get to participate in his or her first choice. If necessary, Dr. Benavides will have the last word on which students are assigned to the projects below. Dr. Benavides reserves the right to change and move students to different groups during the semester if necessary.

A Word About Teams: Part of the structure of this course will require students to be assigned a team. Each team will consist of four students. Each team member will be responsible to assure that the group assignments are completed and turned in on time. I understand that sometimes it is difficult to work in teams; however, part of your learning is experiencing how to work with others and accomplish tasks that are partially dependent on others. If a team member is not pulling their own weight, I first expect the other members of the team to try and solve the challenge. If numerous efforts have been made and still no result, then please come to me. Please be respectful of your fellow students. Most of the students are working, have family responsibilities, school, social and other responsibilities therefore, it is incumbent upon us to each do our share of the work. See below for Team assignments.

City of Dallas Human Resource Projects

Representatives from the Office Human Resources for the city of Dallas will attend our first class and provide detailed information about each project, however, here is a brief synopsis.

Project 1 – Employee Engagement – This project will have the student team look at the customer experience. Departments have already done a lot of work in this area and now the city is looking to operationalize behaviors.

Project 2 – Employee Engagement – This project will have the students look at how employees are invested in their work to become productive employees. Students will work with a city liaison to gage how employees become vested in their work.

Project 3 – Talent Acquisition – This project will have the students look at the processes and policies used by the City of Dallas in their recruitment practices.

Project Team Assignments

Team 1 Project 1	Team 2 Project 2	Team 3 Project 3
Jerry Crayton Gregory Evans Maria Camacho Julia Juarez	Lawrence Lauron Tamika Harris Corey Womack Shawn Howard	Dwight Freeman Lilliana Garza Kevin Oden Pavel Md Eyasin Ul Islam

Class Schedule:

Tuesday May 28

Welcome and Introduction

Overview of the course, including modules, assignments, and responding to student questions.

Meet with Team member (see page 6 for Team assignments) Select a topic and Outline research

Human Resource Management in Public Service

Guy and Sowa Chapter 1

HR Basics: Human Resources Management – YouTube Video

<https://www.youtube.com/watch?v=A2HFusWQIeE>

Is Human Resource Management the right career for you? – YouTube Video

<https://www.youtube.com/watch?v=Jp7oM9mAIXQ>

READING on Blackboard – 2 The History of Civil Service Reform

Strategic Human Resource Management

Guy and Sowa Chapter 2

HR Basics: Human Resource Strategy and Planning – YouTube Video

<https://www.youtube.com/watch?v=8mwCiDKgNd4>

HR Basics: Workforce Planning – YouTube Video

<https://www.youtube.com/watch?v=BGNIcPxFptQ>

5 Steps to Successful Workforce Planning – YouTube Video

<https://www.youtube.com/watch?v=Efzos3dtP-o>

HR Basics: Human Resource Planning – YouTube Video

<https://www.youtube.com/watch?v=2fhXWIHubpA>

Tuesday June 4

Lecture: Overview and History of Human Resources – Public administration, public personnel administration, and civil service history.

Merit System Principles and Practices

Guy and Sowa Chapter 3

READING on Blackboard – Applicability of the Hatch Act to municipal Officers and Employees

READING on Blackboard – Employment-At-Will Exceptions, Social Welfare Programs and the Decline of Unions

READING on Blackboard – Finding a Better way Around Employment At Will: Protecting Employees' Autonomy Interests Through Tort Law

Human Resource Management in Nonprofit Organizations

Guy and Sowa Chapter 4

Assignment: Department of Labor News Memo

Tuesday June 11

Job Design, Analysis, and Descriptions

Guy and Sowa Chapter 5

Basic Guide to Program Evaluation (Including Outcomes Evaluation) Carter McNamara, Authenticity Consulting.

<https://managementhelp.org/evaluation/program-evaluation-guide.htm>

HR Basics: Job Analysis – YouTube Video

<https://www.youtube.com/watch?v=qy09Ls6NqEo>

HR Basics: Job Descriptions – YouTube Video

<https://www.youtube.com/watch?v=5ml7NX81jig>

HR Basics: Job Evaluation – YouTube Video

<https://www.youtube.com/watch?v=Jjgy67XI4V0>

Recruiting the Right Person with the Right Skills

Guy and Sowa Chapter 6

HR Basics: Onboarding – YouTube Video

<https://www.youtube.com/watch?v=kWcHPKNjuFU>

HR Basics: Recruitment – YouTube Video

<https://www.youtube.com/watch?v=CNU2ZMOnf1I>

HR Basics: Selection – YouTube Video

<https://www.youtube.com/watch?v=1RTeEPyktKY>

HR Basics: Reference Checks – YouTube Video

https://www.youtube.com/watch?v=R7Td_YVXEkg

HR Basics: Background Checks – YouTube Video

<https://www.youtube.com/watch?v=44vTSIPMuLw>

Regina Hartley, *Why the best hire might not have the perfect resume*

https://www.ted.com/talks/regina_hartley_why_the_best_hire_might_not_have_the_perfect_resume?referrer=playlist-talks_on_human_resources

READING on Blackboard – Recruitment and Selection of Public Workers: An International Compendium of Modern Trends and Practices

READING on Blackboard – From Want Ads to Web Sites: What Diversity Messages Are State Governments Projecting?

Assignment: Department of Labor News Memo Due

Tuesday June 18

Service-Learning Project workday. City of Dallas contact/Liaison will attend and receive feedback and an update on the project.

Work on Linked-In Assignment (Remember 6 training hours are required)

Tuesday June 25

Compensation and Benefits

Guy and Sowa Chapter 7

HR Basics: Compensation – YouTube Video

<https://www.youtube.com/watch?v=wZoRIId6ADuo>

HR Basics: Employee Benefits 2e – YouTube Video

<https://www.youtube.com/watch?v=B4rlWU5xxQ>

HR Basics: Workers Compensation – YouTube Video

<https://www.youtube.com/watch?v=Qem8wSvIQas>

Social Security Administration – Information for Human Resources Professional – Retirements and Social Security

<https://www.ssa.gov/thirdparty/hrm.html>

Ted Talk Review, Dan Pink, *The Puzzle of Motivation*

https://www.ted.com/talks/dan_pink_the_puzzle_of_motivation/transcript?language=en

READING on Blackboard – Money Talks or Millennials Walk: The Effect of Compensation on Nonprofit Millennial Workers Sector-Switching Intentions

Assignment: Compensation Case Study

Tuesday July 2 Midterm Examination

Take Home Exam

Tuesday July 9

Training, Developing, and Retaining

Guy and Sowa Chapter 8

HR Basics: Training and Development 2e– YouTube Video

<https://www.youtube.com/watch?v=0hwxSoGKHWO>

HR Basics: Strengths Based Organizations– YouTube Video

<https://www.youtube.com/watch?v=vHg-J55t36M>

HR Basics: Organizational Culture – YouTube Video

<https://www.youtube.com/watch?v=jJW2RDOAv7k&t=73s>

READING on Blackboard – Four Ways to Motivate Your employees, From One of the World’s Most Prominent Behavioral Economists

READING on Blackboard – Does performance Appraisal Contribute to Heightened Levels of Employee Burnout? The Results of One Study

Performance Management

Guy and Sowa Chapter 9

HR Basics: Performance Management – YouTube Video

https://www.youtube.com/watch?v=SyOZ_4rWWiY

HR Basics: Performance Appraisals – YouTube Video

<https://www.youtube.com/watch?v=o2mi8zhnhYM>

HR Basics: Giving Employee Feedback 2e – YouTube Video

<https://www.youtube.com/watch?v=3-mv33vrqBs>

Ted Talk Review, Simon Sinek, *Start with why – how great leaders inspire action*

https://www.youtube.com/watch?v=u4ZoJKF_VuA

READING on Blackboard – Does performance Appraisal Contribute to Heightened Levels of Employee Burnout? The Results of One Study

Assignment: Department of Labor News Memo Due

Tuesday July 16

Labor Relations and Collective Bargaining

Guy and Sowa Chapter 10

HR Basics: Labor Relations – YouTube Video

<https://www.youtube.com/watch?v=1LjKhE3mvMM>

HR Basics: Collective Bargaining – YouTube Video

<https://www.youtube.com/watch?v=le-2ebek8Lk>

READING on Blackboard – Public Sector Labor Relations Scholarship: Is There a “There,” There?

Fair and Inclusive Public Service Workplaces

Guy and Sowa Chapter 11

HR Basics: Equal Employment Opportunity – YouTube Video

<https://www.youtube.com/watch?v=3lRjzlnR1i0>

HR Basics: Diversity in the Workforce – YouTube Video

<https://www.youtube.com/watch?v=lsqivTymrY0>

HR Basics: Protected Classes 2e – YouTube Video

<https://www.youtube.com/watch?v=Pjh-JV9jfbw>

HR Basics: Sexual Harassment – YouTube Video

<https://www.youtube.com/watch?v=MsTsHewb0II>

Mellody Hobson, *Color Blind or Color Brave*

https://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave?referrer=playlist-talks_on_human_resources&language=en

READING on Blackboard – SHRM 6 Steps for Building an Inclusive Workplace

READING on Blackboard – Ten Reasons Why Diversity Initiatives Fail

Assignment: Department of Labor News Memo Due

Tuesday July 23

Workplace Safety

Guy and Sowa Chapter 12

HR Basics: Reasonable Accommodation – YouTube Video

<https://www.youtube.com/watch?v=tf8PUPYIyI4>

HR Basics: Workplace Conflict 2e – YouTube Video

<https://www.youtube.com/watch?v=ayRRyjqFxrA>

HR Basics: Employee Discipline – YouTube Video

<https://www.youtube.com/watch?v=qv2nxVXXD8I>

HR Basics: Occupational Safety and health Act – YouTube Video

<https://www.youtube.com/watch?v=ssLQ7sLnIJ8>

HR Basics: Employee Safety and Health – YouTube Video

<https://www.youtube.com/watch?v=HqzdWs3mprA>

Work/Life Balance

Guy and Sowa Chapter 13

HR Basics: Employee Rights – YouTube Video

https://www.youtube.com/watch?v=mKflvO_dktE

HR Basics: Employment Law 2e – YouTube Video

<https://www.youtube.com/watch?v=z5sBgkjbB7g>

HR Basics: Human Resource Ethics 2e – YouTube Video

<https://www.youtube.com/watch?v=pvtFRY4H1ok>

READING on Blackboard – Employee Adjustment and Well-Being in the Era of COVID-19: Implications for Human Resource Management

READING on Blackboard – The Future of (Remote?) Work in the Public Service: Finding a new balance between remote and in-office presence.

Assignment: Department of Labor News Memo Due

Tuesday July 30

Team Research Presentations

Today's class will focus primarily on the Service-Learning Presentations. However, as time provides, we will also look at the content in this reading block.

HR Reforms and Innovations

Guy and Sowa Chapter 14

READING on Blackboard – Understanding and Cultivating Workforce 2020

READING on Blackboard – HR Holds the Keys to Revitalizing Public Service

Looking Forward

Guy and Sowa Chapter 15

READING on Blackboard – Managing the Next Crisis: Twelve Principles For Dealing With Viral Uncertainty

READING on Blackboard – The Future of Public Human Resource Management

Assignment: Dallas Service-Learning Projects Due

Friday August 2 – Linked-In Assignments Due

Tuesday August 6 – Final Exam

Final Take Home Exam Due on Today at 11:59pm

UT Dallas Syllabus Policies and Procedures

The information below constitutes the University's policies and procedures segment of course syllabi and may be referenced by faculty members in their course syllabi.

Student Resources

Sharing Confidential Information

Students considering sharing personal information in email or in person should be aware that all University staff, faculty, teaching assistants/associates, and graduate/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, Sexual Misconduct Policy - [UTDBP3102](#), faculty have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2575 or the 24/7 Crisis Hotline at 972-UTD-TALK or 972-883-8255), a health care provider in the Student Health Center (972-883-2747), a clergy person (or other legally recognized religious advisor) of their choice, or an off-campus resource (e.g., rape crisis center, doctor, psychologist). Students who are sexually assaulted, harassed, or are victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-4470. Additional information and resources may be found at <https://institutional-initiatives.utdallas.edu/title-ix/resources>.

Technical Support

If you experience any issues with your UT Dallas account, contact the UT Dallas [Office of Information Technology Help Desk](#) via e-mail at assist@utdallas.edu or via telephone at 972-883-2911. UT Dallas provides eLearning technical support 24 hours a day, 7 days a week. The services include a toll-free telephone number for immediate assistance (1-866-588-3192), email request service at elearning@utdallas.edu, and an online chat service. Please use this link to access the UTD eLearning Helpdesk: <https://ets.utdallas.edu/elearning/helpdesk>.

Field Trip Policies, Off-Campus Instruction and Course Activities

Off-campus, out-of-state, foreign instruction/travel, and course-related field trip activities are subject to state law and university policies and procedures regarding travel and risk-related activities.

Detailed information regarding this policy, in accordance to *Texas Education Code*, Section 51.950, can be accessed through the UT Dallas Policy Navigator, <https://policy.utdallas.edu/utdbp3023>, and

at <https://legal.utdallas.edu/risk-insurance/travel-related-risk/>. Additional information is available from the office of the school dean.

Student Conduct and Discipline

The University of Texas System ([Regents' Rule 50101](#)) and UT Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the Student Complaints Resources in the online UT Dallas Undergraduate Catalog, <https://catalog.utdallas.edu/now/undergraduate/resources/student-complaints> and the Graduate Catalog, <https://catalog.utdallas.edu/now/graduate/resources/student-complaints>. UT Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the Student Code of Conduct, UTDSP5003 (<https://policy.utdallas.edu/utdsp5003>). Copies of these rules and regulations are available to students in the Office of Community Standards and Conduct, where staff members are available to assist students in interpreting the rules and regulations (SSB 4.400, 972-883-6330) and online at <https://conduct.utdallas.edu>.

A student at the University neither loses their rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating its standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Social Media Use

The [Student Code of Conduct](#) includes behaviors conducted via any digital platform. Students may not use any digital platform to seek or provide unauthorized assistance for any assignment done for academic credit. Students may not use any digital platform to impersonate or represent any person other than themselves. Please consult with your instructor regarding authorized assistance.

Academic Integrity

The faculty expects from its students a high-level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work. See <https://conduct.utdallas.edu/integrity>.

Academic Dishonesty: Academic dishonesty can occur in relation to any type of work submitted for academic credit or as a requirement for a class. It can include individual work or a group project. Academic dishonesty includes plagiarism, cheating, fabrication, and collaboration/collusion. In order to avoid academic dishonesty, it is important for students to fully understand the expectations of their professors. This is best accomplished through asking clarifying questions if an individual does not completely understand the requirements of an assignment.

Additional information related to academic dishonesty and tips on how to avoid dishonesty may be found here: <https://conduct.utdallas.edu/dishonesty>.

Copyright Notice

It is the policy of UT Dallas to adhere to the requirements of the United States Copyright Law of 1976, as amended, (*Title 17, United States Code*), including ensuring that the restrictions that apply to the reproduction of software are adhered to and that the bounds of copying permissible under the fair use doctrine are not exceeded. Copying, displaying, reproducing, or distributing copyrighted material may infringe upon the copyright owner's rights. Unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students to appropriate disciplinary action as well as civil and criminal penalties. Usage of such material is only appropriate when that usage constitutes "fair use" under the Copyright Act. For more information about the fair use exemption, see <https://guides.lib.utexas.edu/fairuse/home>. As a UT Dallas student, you are required to follow UT Dallas' copyright policy (UTDPP1043 at <https://policy.utdallas.edu/utdpp1043>) and the UT System's policy, UTS107 at <https://www.utsystem.edu/board-of-regents/policy-library/policies/uts107-use-copyrighted-materials>.

Email Use

UT Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. All official student email correspondence will be sent only to a student's UT Dallas email address and UT Dallas will only consider email requests originating from an official UT Dallas student email account. This allows the University to maintain a high degree of confidence in the identity of each individual corresponding via email and the security of the transmitted information. UT Dallas furnishes each student with a free email account that is to be used in all communication with university personnel. The Office of Information Technology provides a method for students to have their UT Dallas mail forwarded to other email accounts. To activate a student UT Dallas computer account and forward email to another account, go to <https://oit.utdallas.edu/netid/self-service>.

Class Attendance

The University's attendance policy requirement is that individual faculty set their course attendance requirements. Regular and punctual class attendance is expected regardless of course modality. Students who fail to attend class regularly are inviting scholastic difficulty. In some courses, instructors may have special attendance requirements; these should be made known to students during the first week of classes.

Class Participation

Regular class participation is expected regardless of course modality. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade in the course is directly tied to class participation. It also includes students' engagement in group or other activities during class that solicit feedback on homework assignments, readings, and/or materials covered in the lectures and/or labs. Class participation is documented by faculty. Successful class participation is defined as consistently adhering to University requirements, as presented in the syllabus. Failure to comply with these University requirements is a violation of the [Student Code of Conduct - UTSP5003](#).

Credit/No Credit and Pass/Fail Grading Options

Students are encouraged to review the online catalogs regarding Credit/No Credit or Pass/Fail courses. Students should consult their academic advisors to understand what it means for their academic careers before completing the form prior to Census Day.

Undergraduate students: please review the [Credit/No Credit Classes](#) section in the Undergraduate Catalog.

Graduate students: please review the [Pass/Fail Grading](#) section in the Graduate Catalog.

Withdrawal from Class

The administration at UT Dallas has established deadlines for withdrawal from any course. These dates and times are published in the Comet Calendar (<http://www.utdallas.edu/calendar>) and in the Academic Calendar (<http://www.utdallas.edu/academiccalendar>). It is the student's responsibility to handle withdrawal requirements from any class. In other words, a professor or another instructor cannot drop or withdraw any student unless there is an administrative drop such as the following:

- Not meeting the prerequisites for a specific course
- Not satisfying the academic probationary requirements, resulting in suspension
- An Office of Community Standards and Conduct request
- Not making appropriate tuition and fee payments
- Enrollment is in violation of academic policy
- Not admitted for the term in which they registered

It is the student's responsibility to complete and submit the appropriate forms to the Registrar's Office and ensure that he or she will not receive a final grade of "F" in a course if he or she chooses not to attend the class after being enrolled.

Undergraduate students: please review the [Dropping and Withdrawing](#) section in the catalog.

Graduate students: please review the [Schedule Changes: Dropping, Adding and Withdrawing](#) from Courses section in the catalog.

Student Grievance Procedures

Procedures for student grievances are found in university policy UTDSP5005 (<https://policy.utdallas.edu/utdsp5005>). In attempting to resolve any student grievance regarding disputes over grades, application of degree plan, graduation/degree program requirements, and thesis/and dissertation committee, adviser actions and/or decisions, evaluations, and/or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originated.

Incomplete Grade Policy

As per university policy, incomplete grades may be given at the discretion of the instructor of record for a course, when a student has completed at least 70% of the required course material but cannot complete all requirements by the end of the semester. An incomplete course grade (grade of 'I') must be completed within the time period specified by the instructor, not to exceed eight (8) weeks from the first day of the subsequent long semester. Upon completion of the required work, the grade of 'I' may be converted into a letter grade (A through F). If the grade of Incomplete is not removed by the end of the specified period, it

will automatically be changed to a grade of F. The incomplete grade policy is included in the online UT Dallas Undergraduate Catalog, <https://catalog.utdallas.edu/now/undergraduate/policies/academic#incomplete-grades> and the Graduate Catalog, <https://catalog.utdallas.edu/now/graduate/policies/grades#grade-of-i-incomplete>.

Accommodations for Students with Disabilities

The University of Texas at Dallas is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request. If you are seeking classroom accommodations under the Americans with Disabilities Act (2008), you are required to register with the [AccessAbility Resource Center \(ARC\)](#), located in the Administration Building, Suite 2.224. Their phone number is 972-883-2098, email: studentaccess@utdallas.edu and the website is <https://accessability.utdallas.edu/>. To receive academic accommodations for this class, please [register and request services](#) by completing the Request for Services form with the proper documentation and meet with the Director of ARC at the beginning of the semester.

Religious Holy Days

UT Dallas will excuse a student from class or other required activities, including examinations and travel time, for the observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, of the *Texas Tax Code*.

Students are encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment.

Excused students will be allowed to take missed exams or complete assignments within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the school's vice or associate dean, who serve as the President's designees for these rules. The vice or associate deans must take into account the legislative intent of *Texas Education Code* 51.911(b), and the student and instructor will abide by the decision of the vice or associate dean. This information is also included in the online UT Dallas Undergraduate Catalog, <https://catalog.utdallas.edu/now/undergraduate/policies/religious-holy-days>, and the Graduate Catalog, <https://catalog.utdallas.edu/now/graduate/policies/religious-holy-days>.

Making a False Alarm or Report Involving a Public or Private Institution of a Higher Education

Making a false threat at any Texas higher education institution is considered a **State Jail Felony**, not a Class A misdemeanor, according to a law passed by the Texas Legislature.

This legislation was enacted in response to several threats in past years at several universities across the U.S. that disrupted classes and prompted evacuation of campus property, even though the reports turned out to be a hoax.

This law relates to the offense of making or causing a false alarm or report involving a public or private institution of higher education. A person commits an offense under Section 42.06, *Texas Penal Code*, if he or she knowingly initiates, communicates or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

1. Cause action by an official or volunteer agency organized to deal with emergencies;
2. Place a person in fear of imminent serious bodily injury; or
3. Prevent or interrupt the occupation of a building, room, place of assembly, place to which the public has access, or aircraft, automobile, or other mode of conveyance.

An individual adjudged guilty of a state jail felony shall be punished by confinement in a state jail for any term of not more than two years or less than 180 days and, in addition to confinement, may be punished by a fine not to exceed \$10,000.

UT Dallas students should be aware that the State of Texas takes these threats seriously, and the legal consequences, which are severe, go beyond anything that the University's disciplinary committee can address.

This information is also included in the online UT Dallas Undergraduate Catalog, <https://catalog.utdallas.edu/now/undergraduate/policies/false-alarms> and in the Graduate Catalog, <https://catalog.utdallas.edu/now/graduate/policies/false-alarms>.

Interactive Campus Map – Locate Severe Weather Shelters, Elevators, and Bathrooms

The interactive campus map (<https://map.utdallas.edu>) allows users to search for severe weather shelter areas in each building. On the map, click on a building and select "Storm Shelters" from the "Find" drop-down menu. Remember, a severe weather shelter area is usually any interior room without windows, such as a restroom, hallway, conference room, or office. Try to find shelter on the lowest floor of the building and stay away from large auditoriums or gyms. Users can also use the same map to locate elevators and bathrooms.

Academic Support Resources

Resources to Help You Succeed

Instructors of record: Please use the following permanent address when referring to this section: <https://go.utdallas.edu/academic-support-resources>

All Students

For help with a research assignment, such as finding journal articles or using a database, try CHAT at [McDermott Library](#).

The [Center for Students in Recovery](#) helps students seeking recovery from substance and alcohol use, eating disorders, and other addictions and compulsive behaviors. They also help students affected by these issues or individuals exploring the impact of addictions or compulsive behaviors within their lives.

Their mission is to provide a safe, supportive community to enable students to thrive both socially and academically while living in recovery. They are located in SSB 4.500, on the fourth floor of the Student Services Building. They can be contacted by calling 972-883-7320 or they can be reached by emailing them at recovery@utdallas.edu.

The [Comet Cupboard](#) is a UT Dallas food pantry initiative dedicated to helping students in need. The Comet Cupboard is located in MC 1.604, on the first floor of the McDermott Library, and can be contacted by calling 972-883-6613 or emailing cupboard@utdallas.edu

[Comet Cents](#) provides financial literacy to students with the peer-to-peer model. This money management center provides one-on-one appointments and workshops throughout the semester. Comet Cents works to help students improve their financial situation with topics such budgeting, credit card debit, investing and other personal finance areas.

[Intercultural Programs](#) provides a host of transition programs for international students and intercultural competency trainings for all students. They are located in SSB 3.6, on the third floor of the Student Services Building. Their phone number is 972-883-4528.

The [Student Counseling Center](#) offers confidential services to students either for individual appointments or as part of groups. Initial appointments must be made in person in the Student Counseling Center, which is located in SSB 4.600, on the fourth floor of the Student Services Building. Their main number is 972-883-2575 and the 24/7 Crisis Hotline is 972-883-8255 (972-UTD-TALK).

The [Student Health Center \(SHC\)](#) provides primary and preventative medical care to currently enrolled students who have paid medical fees and are attending classes. Currently enrolled students can obtain a wide variety of services, such as physicals, diagnosis and treatment of acute illnesses and injuries, general medical problems, gynecological problems, treatment of stabilized chronic illnesses, allergy injections, limited immunizations, x-rays, and ultrasound. SHC staff of licensed medical providers is committed to keeping the UT Dallas community healthy and believes that health and wellness information complement the academic success of students. SHC is located on the fourth floor of the Student Services Building, SSB 4.700 and they can be reached by telephone, 972-883-2747, fax, 877-769-7514, or by email, healthcen@utdallas.edu.

The [Testing Center](#), run by the Education Technology Services, offers a 300-seat computer lab, providing UT Dallas students access to a comfortable and secure test environment for online/paper exams, quizzes, instructional testing, and assessments. The Testing Center is located in Room 11.175, the first floor of the Synergy Park North 2 (SP2) building and can be contacted by calling 972-883-2460 or by emailing infotestingcenter@utdallas.edu See <https://ets.utdallas.edu/testing-center>.

If you experience issues taking an exam in eLearning, please contact the UTD eLearning Helpdesk: <https://ets.utdallas.edu/elearning/helpdesk>.

Undergraduate Students

Graduation Help Desk

The [Graduation Help Desk](#) is a one-stop resource within the Office of Undergraduate Education designed to help undergraduate students overcome obstacles to a timely graduation. The Graduation Help Desk supports undergraduate students, faculty and staff to develop solutions to complex academic and non-academic issues. This resource is equipped to promote all undergraduate students' success by helping them at any point during their academic careers from their arrival at UT Dallas until their graduation. Contact the Graduation Help Desk at graduationhelpdesk@utdallas.edu.

Student Success Center

The [Student Success Center \(SSC\)](#) offers assistance to students in the areas of writing, mathematics, communication, multiple science fields, study skills, and other academic disciplines. These services are available through individual appointments, small group appointments, drop-in labs, workshops, and weekly reviews. All undergraduate students enrolled at UT Dallas are eligible to participate in these services. Not all courses will be supported by all services. Please check the website at the beginning of each semester to find out which courses are supported by which services.

The SSC is divided into six units and undergraduate students are able to use as fits their course needs each semester. All services are free of charge.

In **Academic Success Coaching (ASC)**, students can receive help with time management, goal setting, test preparation, and various other study techniques and strategies. Student coaches offer one-on-one appointments and workshops throughout the semester.

The **Communication Lab (CommLab)** offers one-on-one and group appointments where students can gain practical feedback for improving oral and group presentations.

The **Peer-Led Team Learning (PLTL)** program provides an active, engaged learning experience for students enrolled in potentially difficult gateway courses. Students who register with PLTL will meet in small groups once a week and are expected to attend every session. Students who regularly attend sessions typically earn a half to a whole letter grade higher than students who do not participate in the PLTL program.

Peer Tutoring (PT) offers math and science tutoring assistance for many of the historically challenging undergraduate courses at UT Dallas. The sessions are designed to address students' individual questions and needs; however, the tutors do not provide answers for homework, quizzes, or exams. Peer Tutoring services include drop-in tutoring for most 1000 and 2000 level courses, one-on-one appointments for a limited number of 3000 and 4000 level courses, and weekly reviews the timings of which vary by semester.

Supplemental Instruction (SI) provides peer-facilitated weekly study sessions for students taking historically difficult courses. SI sessions encourage active, collaborative learning based on critical thinking and transferable study skills. SI Leaders attend lectures and take notes, just like the enrolled students. Students should check the SSC website for supported subjects and session times.

The **Writing Center (WC)** is a collaborative learning environment for students interested in developing stronger writing skills. One-on-one appointments are offered, as are weekly workshops. Scheduling an appointment is strongly recommended, but drop-in hours are also available.

The Student Success Center's main office is located in the McDermott Library Building on the first floor, MC 1.302, and can be contacted by calling 972-883-6707 or by sending an email to ssc@utdallas.edu.

Graduate Students

The [Center for Teaching and Learning](#) supports graduate students, especially teaching assistants through teaching certificates, workshops on pedagogy, and reading groups on emerging educational issues. They are located in MC 2.402, on the first floor of the McDermott Library. The Center's phone number is 972-883-2247.

The [Office of Graduate Education Fellowship Services](#) offers workshops on fellowship and grant writing, including a Grant Writing Certificate program. Students applying for external funding can schedule appointments to find funding and to develop their applications. The Fellowship Office is located in FA 3.104C, on the second floor of the Founders West Annex. The office's phone number is 972-883-4568.

The [Office of Graduate Education Writing Services](#) offers workshops on writing as well as one-on-one appointments, writing groups, and writing retreats to help graduate students improve their writing skills. The Writing Services Office is located in FA 3.104, on the second floor of the Founders West Annex. Appointments can be made via email at gradeducation@utdallas.edu.

University Resources

Additional university resources, "Resources for Study and Campus Life" are listed in the online Undergraduate Catalog, <https://catalog.utdallas.edu/now/undergraduate/resources/index> and the Graduate Catalog, <https://catalog.utdallas.edu/now/graduate/resources/index>.

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